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DEPT. OF EDUCATION
HISTORICAL COLLECTION

GUIDANCE

intermediate and senior divisions

EDUCATIONAL TELEVISION SERIES 1967-68

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue/Toronto 17

program schedule

GUIDANCE
intermediate & senior

5 programs of 20 minutes each

PROGRAM NO.	CBC 10:10	CBC* Repeat 9:50	CBOT 9:40	CHCH 9:40	CJOH CJSS 9:40
1	Oct. 18	Nov. 3	Oct. 20	Dec. 12	Dec. 5
2	Nov. 29	Dec. 1	Dec. 8	Dec. 19	Dec. 12
3	Dec. 20	Jan. 21	Dec. 15	Jan. 9	Dec. 19
4	Apr. 2 (9:40)	Apr. 5 (10:10)	Feb. 23	Mar. 5	Feb. 27
5	Apr. 22 (10:00)	May 8 (10:00)	May 24	Apr. 2	Mar. 26

10 programs of 10 minutes each

	At 10:20	At 9:30	At 9:30	At 9:30
1	Oct. 23 Jan. 15*	Oct. 16 Jan. 22*	Oct. 26	Oct. 19
2	Oct. 30 Jan. 22*	Oct. 23 Jan. 29*	Nov. 2	Oct. 26
3	Nov. 6 Jan. 29*	Nov. 6 Feb. 5*	Nov. 9	Nov. 2
4	Nov. 13 Feb. 5*	Nov. 13 Feb. 19*	Nov. 16	Nov. 9
5	Nov. 20 Feb. 12*	Nov. 20 Feb. 26*	Nov. 23	Nov. 16
6	Nov. 27 Feb. 19*	Nov. 27 Mar. 4*	Nov. 30	Nov. 23
7	Dec. 4 Feb. 26*	Dec. 4 Mar. 25*	Dec. 7	Nov. 30
8	Dec. 11 Mar. 4*	Dec. 11 Apr. 8*	Dec. 14	Dec. 7
9	Dec. 18 Mar. 11*	Dec. 18 Apr. 29*	Dec. 21	Dec. 14
10	Jan. 8 Mar. 25*	Jan. 8	Jan. 11	Dec. 21

*Repeat Program

GUIDANCE—Intermediate and Senior Divisions

contents

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Ten programs of ten minutes each, for Grades 9 to 12.

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Program Planning Committee:
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F. J. CLUTE, Educational Program Consultant

Produced by:
Series One—PEGGY LIPTROTT
Series Two—PAUL KIMBERLY

Teachers Guide prepared by:
F. J. CLUTE

Over the past decade, many changes have taken place in the educational and vocational opportunities open to young people in Ontario. Parents and students may not be fully aware of these changes and of their implications for the education and the careers of the boys and girls now in school. It is hoped that the fifteen telecasts of the 1967-68 Guidance series may prove informative and interesting to students, parents, and teachers.

The first three programs of Series 1 are designed to encourage elementary school pupils to look to the future, to help them anticipate some of the changes they will face, and to show them how their education can equip them with the knowledge and flexibility to cope with unpredictable change.

The final two programs of Series 1, created especially for the secondary school, are intended to help students make a successful adjustment to the world of work and to post-secondary school education.

The ten brief programs of Series 2 are intended to provide greater motivation for students to study certain subjects, the value of which students frequently question. By establishing some concrete reasons to study these subjects, young people may be encouraged to explore areas which they might otherwise find meaningless or onerous. The programs of this series depict some of the newer occupations which are less well known than many of the traditional ones such as doctor, teacher, and nurse. They should be of interest to students at any level, from senior public school to grade 12.

Because the five 20-minute programs of Series 1 are intended to stimulate thought and discussion as well as to inform, they are open-ended; and because in most cases the teachers and counsellors who will lead post-viewing discussions will have had practice in this type of learning situation, no lengthy list of suggestions for discussion is included in this guide. Instead, it is hoped that teachers will encourage discussion of questions which come from the students and which arise out of their experience and needs. The outline of the action which takes place in the programs is included so that teachers may prepare, and be prepared for, questions relating to the topic but class discussion of the programs should be spontaneous and not limited by any set of prescribed questions.

The 10-minute programs of Series 2 are intended to be informative and are relatively complete in themselves. It is not considered necessary to suggest activity to precede or follow these programs, but undoubtedly students and teachers will wish to discuss the ideas presented.

SERIES 1

program one

THE WORLD OF TOMORROW: THE CHALLENGE OF CHANGE

This initial program of the series is intended to picture the changes which characterize our world today, and which obviously will continue to develop in the future. Hopefully, it will be an additional conditioning factor to help young people prepare for the changes they will encounter throughout life.

PROGRAM CONTENT

Through a series of past-present contrasts, the students are led to see the difference between their environment and that of former generations. Some vocational possibilities for the future are opened up to them.

POINTS OF EMPHASIS

It should be pointed out to the students that a changing world can be exciting and challenging, but should not be frightening. Each generation has found the means of dealing with its problems; man by nature is adjustable and flexible and has always been able to cope with change. They will face changes, but undoubtedly they will be able to take in stride whatever changes may confront them.

SUGGESTED PRE-VIEWING ACTIVITIES

1. A visit to Upper Canada Village, or Black Creek Pioneer Village, or to some other local pioneer museum.
2. A visit to the Confederation Train or Caravan.
3. A discussion of fiction becoming reality; yesterday's Buck Rogers' comic strip is to-day's space program with real astronauts. Probably somebody in the class can name all the astronauts who have successfully orbited the earth.

SUGGESTED POST-VIEWING ACTIVITIES

1. Dream "out loud" about some of the fascinating occupational possibilities which the future might hold for them.
2. Have a discussion or project to illustrate how man has met the problems which have faced him in the past (e.g., irrigation for drought areas).
3. List problems which may be with us now, or are on the horizon, and discuss how these problems may be solved (e.g., water pollution).
4. Write down as individuals, several problems which each foresees for himself, and through group discussion, suggest ways of overcoming these problems (e.g., choosing a course, selecting an occupation, difficulty with a subject, etc.).

program two

EDUCATIONAL OPPORTUNITIES IN ONTARIO SECONDARY SCHOOLS

Because the secondary school program has changed recently and is, in fact, continuing to change each year, pupils in grade 8 and their parents should have the latest information about the opportunities and options available in grades 9 to 13. This program is intended to provide some of the needed information and to supplement the other methods which the school uses in its efforts to present the facts.

PROGRAM CONTENT

In program two of this series, the various educational avenues open to students in secondary school are listed and described.

Students are encouraged to assess themselves—their achievement, abilities, interests and talents—and to use this knowledge in making course and program selections. Some of the vocational outlets which present themselves following successful completion of these courses are mentioned.

POINTS OF EMPHASIS

There are now courses to meet the needs of every type of student who is willing to apply himself, and there are vocational opportunities for graduates of all the courses.

PRE-VIEWING ACTIVITIES

1. Because this program should be of interest to parents, the school might send home a special notice indicating the time and local channel where the program could be seen.
2. Pupils might be encouraged to state the probable course choices and to write down any questions which they have about the course offerings in secondary school.

POST-VIEWING ACTIVITIES

1. Prepare a wall chart showing the secondary school courses available to the students of that class, and keep the chart in full view for student reference for the remainder of the term or until choices must be made.
2. Deal with questions which students have listed prior to the viewing, and with any new questions raised by the program.

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program three

HOW TO CHOOSE SECONDARY SCHOOL PROGRAM: FACTORS IN EDUCATIONAL CHOICE

Program two of this series pointed out the variety of educational opportunities provided in the secondary schools. This program tries to give some leads for choosing wisely from among these possibilities, and it is intended to make pupils aware of the factors which must be taken into account when the decision is being made.

PROGRAM CONTENT

The student is shown that a decision as important as one's choice of a secondary school program should not be decided by tossing a coin or by other chance procedure. The significance of one's self and of one's environment including his or her family is pointed out. Consideration must be given to one's physical characteristics, mental capacity, interests, ambitions, and other personal strengths and weaknesses.

POINTS OF EMPHASIS

The importance of self-inventory and assessment is stressed and the value of having an educational goal, even though it may have to be adjusted later, is emphasized.

PRE-VIEWING ACTIVITIES

1. Review the chart which outlines secondary school courses.
2. Recall stories of successful people who have overcome physical handicaps.
3. Is there really any such a thing as "luck" which brings success to the undeserving?

POST-VIEWING ACTIVITIES

1. Prepare a personal profile showing the pupil's estimate of his qualities and characteristics in relation to other persons in his age group.
2. What occupations might be closed to persons
   - — who are very tall,
   - — who are very heavy,
   - — who are very short,
   - — who are greatly underweight,
   - — who are colour-blind, and
   - — who have a violent temper?

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program four

TRANSITION TO THE WORLD OF WORK

This program is designed to prepare school-leavers for the adjustment from the school's relatively sheltered climate to the workaday world outside the schools.

PROGRAM CONTENT

The actual problems of young people moving into steady employment are brought sharply into focus, and how some of them have attempted to find solutions is depicted. Here are interviewed recent school-leavers who give first-hand accounts of their experiences on entering employment.

POINTS OF EMPHASIS

1. The world of work can be exciting and challenging and rewarding.
2. Getting off on the right foot is important but, if one makes a false start, it can be turned into a learning situation.

3. Progress depends upon continued learning.
4. If one knows the pitfalls which lie ahead, he can usually avoid most of them.

PRE-VIEWING AND POST-VIEWING ACTIVITIES

1. Discuss values of part-time jobs.
2. Conduct a job-survey of the area.
3. Invite a representative of Canada Manpower to speak on this topic.

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program five

POST-SECONDARY SCHOOL EDUCATION: THE PROBLEM OF ADJUSTMENT

Failures of college students during their freshman year appear to be caused less by lack of ability to do the academic work than by lack of ability to adjust to a new set of circumstances in a different environment. This program is intended to assist students to make the necessary adjustment to post-secondary school education perhaps not painlessly but, hopefully, with greater success.

PROGRAM CONTENT

The various problems arising from greater freedom, increased independence, more distractions, possible loneliness, different instructional practices, and new influences, are examined by young people. From a knowledge of these possible pitfalls it is hoped that senior secondary school students may find satisfactory ways of avoiding them. This program should provoke constructive discussion among the relatively mature young people of grades 12 and 13.

POINTS OF EMPHASIS

1. Failure can be avoided.
2. Knowledge is power.
3. Self-discipline is essential to success.
4. Continuing education for all is becoming a fact of life.

PRE-VIEWING ACTIVITIES

This program speaks for itself. No particular preparation is necessary except that some reference might be made to actual statistics on freshman failure.

POST-VIEWING ACTIVITIES

1. As already stated, this program should lead to considerable class discussion, and time should be set aside for this.
2. Recent graduates of the school might be invited to return to recount the problems they meet and what steps they took to solve them.
3. A college dean or counsellor or padre might be invited to speak to the senior students on this topic.

SERIES 2

program one

GOOD REASONS

This first program is intended to set the stage for the nine succeeding programs, to raise questions about vocational choice, and to identify the vehicles necessary to reach one's career goals. It is hoped that students may be encouraged to think about the subjects which comprise their program and probably to appreciate their value, to work at them, and thus to enjoy them more than they might otherwise do. Here is stressed the idea that all school subjects can be important, both for occupational choice and for future happiness.

In this program, and those which follow in Series 2, some of the ancient antipathies and resistances which students bring to the various subjects of the curriculum come out into the open and are countered by true life experiences of the working adults who are interviewed. It may be of interest also for the students to know that the narrator for all ten programs is Mr. John Vernon, star of the popular "Wojeck" television series.

PROGRAM CONTENT

Active young people with whom the students may identify appear in the initial scenes in a number of relatively carefree and relaxed situations, and then the narrator confronts the viewer with the question, "Where do you go from here?"

Some paths and destinations are depicted, and the student is encouraged to look ahead into his vocational future. We see, however, that it is not unusual not to have made definite career choices at this age, but that the student needs to think about possibilities and to explore them.

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program two

WHY HISTORY?

To help the student develop a rationale for the study of History, a rationale clear enough and strong enough that his motivation for study will come from himself rather than from externally applied incentives.

PROGRAM CONTENT

We are introduced to Mr. Mac Lipson, a radio news director, and to Mr. Don Webster, curator of the Canadiana Department of the Royal Ontario Museum. These gentlemen point out the values that a study of history has had in their respective careers. They suggest, also, other occupations in which historical knowledge is either an essential or at least a definite asset.

program three

WHY ENGLISH?

To help the student see the values of acquiring a knowledge of English, and facility in its use, so that he may not only be better equipped to make a living but also to experience the pleasure which speaking, reading and writing the language can give.

PROGRAM CONTENT

The leading roles in this program are taken by a city newspaper editor, Mr. Martin Goodman, and a stock exchange employee, Miss Christine MacKay. These two persons, shown in their work settings, tell how the study of English in school has influenced their lives and careers to date. The importance of English in a world which requires ever improved communication is dramatically illustrated.

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program four

WHY MATHEMATICS?

To help the student see the importance of Mathematics, and to stimulate greater interest in it and desire to master it.

PROGRAM CONTENT

Representatives of two occupations which require mathematical knowledge, a young computer-programmer, Miss Vicky Dargo, and an established chartered accountant, Mr. Rodney Anderson, tell about their own work and open up other career vistas. The occupational role of women in today's world is emphasized, and the value of mathematics to all of us in our daily life is stressed.

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program five

WHY GEOGRAPHY?

To indicate the increasing necessity for a knowledge of Geography in a world suddenly grown small, as new means of travel and communication burst in on us.

PROGRAM CONTENT

In this program, Mr. Gordon Girvan, a travel agent, tells about the increasing importance of a knowledge of geography in the growing travel business, and Mr. Phil Weinstein, a town planner, points out the usefulness of geographical information in the challenging work of urban planning. Other values, which a study of geography holds for practically all of us, are depicted and stressed. The idea expressed in John Donne's famous lines, "No man is an island," is paraphrased in the final lines of the script to highlight the fascinating world which the study of geography reveals.

program six

WHY LANGUAGES?

To demonstrate the value of learning Languages in addition to English and/or French.

PROGRAM CONTENT

The "stars" in this program are two young women, Miss Katrina Karelse, an airline stewardess who speaks five languages, and Miss Norma Giop, a social worker whose work is primarily with immigrants to Canada. They are living examples of the value of being at least bilingual in Canada, and they make this clear in the accounts of their personal experience in the world of work.

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program seven

WHY PHYSICS AND CHEMISTRY?

To spur students to an interest in studying Physics and Chemistry, and to expose them to the excitement and fascination of these two subjects.

PROGRAM CONTENT

Here we have a young woman, Miss Julie Sheldon, who is actively engaged in the crucial fight to conquer cancer, a role she is enabled to play because of her knowledge of science. Bob Brawn uses his background in science to design more effective equipment and processes in the oil industry. Both of these young people are fascinated by the challenges of careers in science, and their message comes through very clearly.

Note: One of two of the scenes showing Miss Sheldon at work in the laboratory may not appeal to a few squeamish members of the class but there is nothing which the student would not experience in the comparative anatomy "lab" section of the zoology course. Perhaps, however, the instructor might sound an "all clear!" to the class when Julie finishes her lab work and it is again safe for all students to watch the picture.

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program eight

WHY AGRICULTURE AND BIOLOGY?

To motivate the student to study Agriculture and Biology because these two subjects have a direct impact on the life of each of us.

PROGRAM CONTENT

In this eighth program of the series, we see Dr. Tom DeGeer, a veterinarian, who tells how his boyhood interests and activities led to a career in one area of science. Appearing on the same program is Mr. Brad Johnson, a landscape architect, whose work "has ranged from backyard gardens to planning a whole region." His activities extend from the Toronto Islands to Banff National Park, and he tells how these activities grew from an interest in horticulture, and science generally.

program nine

WHY HOME ECONOMICS?

To point out the values of a study of Home Economics, and thus encourage students to apply themselves in these classes.

PROGRAM CONTENT

This program presents some of the vocational opportunities and practical advantages of a study of Home Economics, as seen by two young career women. Betty Kirby is a home economist working in the food industry, and Marilyn Brooks is a dress designer operating her own business; both have made good use of their Home Economics courses. The value of this subject to the average home-maker is also made evident.

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program ten

MORE GOOD REASONS

This final program of the series, which is a summation of the points made in the previous programs, attempts to broaden horizons and to provide encouragement to students to explore as wide a course selection as possible.

PROGRAM CONTENT

The visual part of the presentation cuts back to the persons who have participated in the earlier programs, and the narration emphasizes the fact that all subjects have value; that almost any subject can be fascinating if one really begins to explore it and work at it; that knowledge is power; and that the future holds great promise for today's young people.

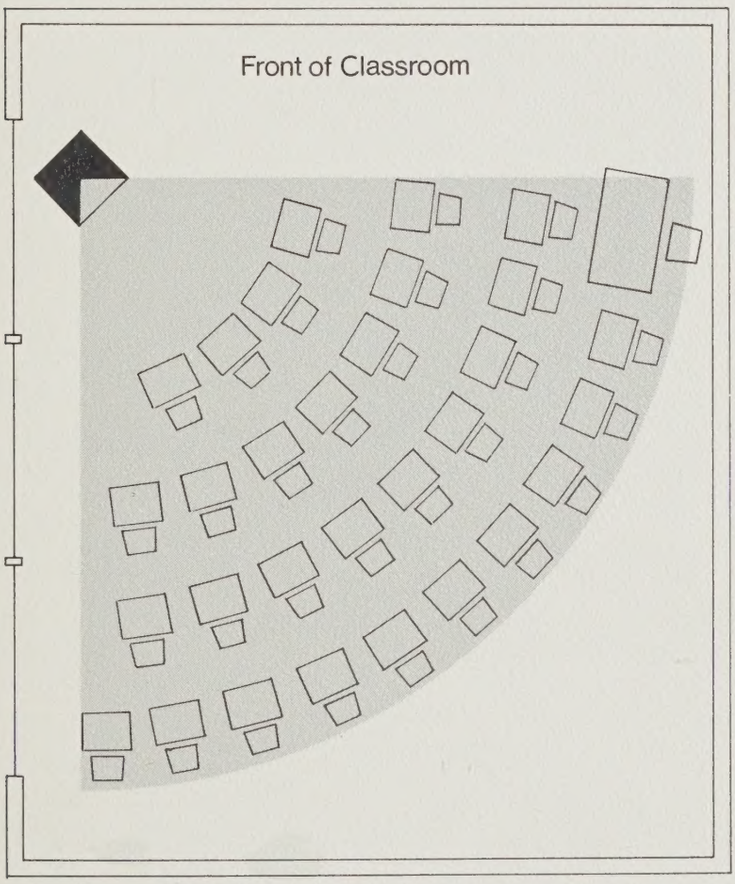
FOR OPTIMUM VIEWING CONDITIONS

1. Review Teacher's Guide well in advance of each telecast.

2. Have the set on and adjusted, sound off, prior to telecast.

3. Assure student comfort
   - — located for best viewing
   - — no glare, reflection on screen
   - — room properly ventilated
   - — suggested materials ready
   - — within maximum of 20′ of the screen

4. Seat yourself where you can observe both the telecast and your students' reactions.



This diagram shows the suggested placement of the television set: